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ABSTRACT

This role-play activity is designed for use by teacher educators in a general or content area methods class to help education majors become knowledgeable of role expectations in the student teaching experience and build good interpersonal role relationships. Students conduct library research and interviews concerning role expectations, use the information obtained to carry out 1 of 13 roles in a role-play activity, and describe how s/he felt playing the role. Role incumbents include: college supervisor, student teacher, cooperating teacher, teacher's aide, counselor, librarian, secretary, custodian, principal, assistant principal, reading specialist, mother, and father. Participants are grouped to solve case studies at different levels of school (elementary, middle, junior high, senior high, and developmental center). Five role play scenarios are presented, dealing with a student teaching conference, a parent-teacher conference, discipline, decision making, and priorities of school staff. The paper includes questions that students can use in interviewing role incumbents and questions that instructors can use in debriefing participants. (Contains 39 references.) (JDD)

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ED 381 501

ROLES AND RELATIONSHIPS IN STUDENT TEACHING:

A ROLE-PLAY ACTIVITY

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ROLES AND RELATIONSHIPS IN STUDENT TEACHING: A ROLE-PLAY ACTIVITY

INTRODUCTION

Most teacher educators agree that student teaching constitutes the capstone of teacher preparation experiences. In preparing the student teacher for this experience, teacher educators put forth a great deal of effort to impart various concepts, facts, principles and theories of pedagogy. They attempt to supplement the students' art of teaching with the science of teaching. They definitely acquaint them with the various expectations such as to be punctual at all appointments, write and submit detailed lesson plans to the cooperating teacher on time, attend faculty meetings, vary instructional methods, use different motivational techniques, maintain effective classroom control, be fair and consistent with discipline techniques, etc. Somehow not enough is done to teach them how to relate interpersonally to the college supervisor, the cooperating teacher, and students, and other college and school personnel such as the administrators, faculty, support staff and students' parents.

It is important to have teaching skills and know expectations, but it is equally important to be able to build and maintain relationships. It is usually a lack of proper working relationships with significant others that causes people to lose their jobs. Therefore, it is essential that teacher educators share with student teachers knowledge about how to relate to important others during student teaching. This role-play activity is put together for use by teacher educators to help students become knowledgeable of role expectations and also how to build good interpersonal role relationships.

BRIEF REVIEW OF LITERATURE

In a typical student teaching setting the student teacher must build relationships and interact closely with the cooperating teacher, the students, and the college supervisor.
The **cooperating teacher** is the only person in contact with the student teacher every teaching day of student teaching. Morrisay (1980) notes that a good working relationship between the cooperating teacher and the student teacher is extremely important because it has a profound effect on student teaching success. Liebert (1989) proposes "respect" and "trust" as two important contengencies for the mentoring relationship. Stahlhut, et al (1987) state that cooperating teachers who maintain harmony, give praise, are cooperative, delegate responsibility, allow freedom for experimentation, and are facilitators positively influence their student teachers' success. They conclude that cooperating teachers who have closer relationship with their student teachers evaluate them higher. If there is a poor relationship and conflict between the participants, says Morrisay (1980), then motivation and opportunities to learn are reduced. Cooperating teachers who initiate structure by defining roles and emphasizing productive output are negatively related to the student teacher's success. Therefore, it is clearly evident that it is essential for the student teacher to initiate, build and maintain a positive working relationship with the cooperating teacher.

As for establishing good relationships with **students**, Brophy and Putnam (1978) say that it is desirable because it is an important preventive management method. Students are more likely to pay attention and cooperate when the student teacher is a person with whom they share a valued personal relationship (vs an impersonal authority figure). Schoenecker (1982) states that in order to nurture the pupil's growth, a student teacher's first step is to concentrate on building relationships by communicating acceptance and understanding. When teachers listen with respect and communicate real understanding, rapport is established.

There are other school personnel such as administrators, faculty, support staff and students' parents who might be an asset to the success of the student teaching experience. In expressing the need to establish good working relationships with **other faculty and staff**, Wentz, et al (1982) and the Marshall University Student Teaching Handbook (1987) list several suggestions for the student teacher:

-Become acquainted and cultivate good working relations with the total staff including the school secretary, counselor, nurse, custodian, and teacher aides. It will pay big dividends many times over in the future.

-Be known and get to know as many faculty as possible at least on a speak-in-the-hall basis. -Speak to everyone, smile and make appropriate comments when possible. Call colleagues by a formal title such as Dr., Mr., Mrs., Ms., or Miss when in presence of students, and in one-on-one settings.

-Without being pushy, use every appropriate opportunity to meet and talk with the faculty members. Listen more than talk. Listen courteously and contribute to the conversation when appropriate. Adopt the motto: Hear no evil, see no evil, and speak no evil.

-Avoid seeming hostile even thought hostility may exist toward some ideas discussed.

-Be open when others try give suggestions. Don't pretend to be a know-all.

-Never criticize or gossip about the cooperating teacher, other teachers, or the administration even though others in the group appear to criticize openly with no qualms.

-Respect and maintain confidentiality of all information and experiences to which you are exposed.

-Be sincere, consistent and fair in the way you treat students and others
Keep your standards of etiquette and manners in order; politely request and do not demand

-Remember, a lack of ability or unwillingness to get along with faculty and staff is sufficient reason for removing a student teacher from student teaching at the school.

This short review of literature reveals that it is essential for the student teacher to initiate, build and maintain good working relationships not only with the cooperating teacher, the college supervisor and the students, but also with other faculty and staff for a meaningful and successful student teaching experience. Often student teachers are so busy caught up in observing, planning, implementing and evaluating instruction for approval from the cooperating teacher that they tend to neglect building good working relationships in the building. Many of them lack the knowledge and skill and hence shy away from building relationships until a critical need arises. When a need is sensed, they tend to rely heavily on their cooperating teachers to be the go-betweens to obtain services for them.

PURPOSE OF ROLE PLAY ACTIVITY

The following role play activity is designed for use in a general or content area methods class with the intended purpose of helping student teachers become knowledgeable of the various roles, role expectations, and of the importance of building and maintaining interpersonal role relationships with significant persons in the student teaching setting. It is presumed that as a result of participating in this activity, the student teachers will use the information to their maximum benefit in their teaching career.

INSTRUCTIONAL OBJECTIVES:

1. Given two weeks, the student will do library research and face-to-face or telephone interviews with at least two of each of the following role incumbents at elementary, middle/junior high/senior high schools, and developmental centers to gather as much information as possible:

   (a) role expectations, i.e., what their expectation of student teachers and what student teachers may expect of them, and

   (b) interpersonal role relationships, i.e., the type of interpersonal role relationships expected of student teachers and what student teachers may expect of them.

College Supervisors	Librarians
Principals	Custodians
Assistant Principals	Counselors
Cooperating Teachers	Reading Specialists/Special Educators
Teacher-Aides	Secretaries
Student Teachers	Fathers/Mothers

   [For suggested interview questions, see pages 7-9]

2. In a role-play activity, given a typical problem situation in student teaching, the student will assume the role of any one of the role incumbents, synthesize the information previously

gathered on role expectations and role relationships pertaining to that incumbent, and tactfully share it with the participants while attempting to solve the problem.

3. During the debriefing, each student will describe how s/he felt while playing the role of college or school personnel during the interaction phase of the simulation.

DESCRIPTION OF THE ROLE-PLAY ACTIVITY

1. In addition to working closely with the college supervisor, cooperating teacher and students, there are at least nine other role incumbents with whom developing a good working relationship might be an asset to the student teacher. They are the assistant principal, counselor, teacher aide, secretary, custodian, librarian, reading specialist, and mothers and fathers of the pupils. Therefore, this activity includes all the thirteen roles.

2. The role-play activity is divided into four specific phases:

Phase 1: Role Assignment (20 minutes)

Initial comments from the methods instructor to his/her class may be, "Next term when you student teach, you will be working closely with the cooperating teacher, college supervisor, and the students. Who are the other significant people in the college and school with whom building a good working relationship will be an asset to your success, and why?" In a brain-storming session generate titles of a list of college and school personnel and the benefits they represent. Having done that, the instructor will inform the class that in two weeks they will be participants in a **Role Relationships in Student Teaching Role-Play Activity**. "Your assignment for the next two weeks is to do library research and interview the identified college and school personnel to find more about the role expectations and the type of role relationships to build and maintain during student teaching." At this juncture the instructor will share with the class the **instructional objectives**, and if he/she so chooses, even the selected bibliography that appears at the end of this paper.

[Other Options: The instructor may choose to assign different roles to different students and let the rest of the class members be observers during the interaction phase of the simulation. Also it is up to the instructor whether he/she requires a written paper on this assignment from the students.]

Phase 2: Information Gathering (Two weeks)

The students will do library research and interview college and school personnel to gather as much information as possible about role expectations and role relationships.

Phase 3: **Interaction** (20-30 minutes)

Thirteen specific role incumbents are identified. They are the college supervisor, student teacher, cooperating teacher, teacher's aide, counselor, librarian, secretary, custodian, principal, assistant principal, reading specialist, mother and father. They are separated into five groups with each group solving a different case study at a different level of school (elementary, middle/junior high/senior high and developmental centers). This calls for five participants to play the role of student teachers and three that of the cooperating teacher (one for each elementary, junior high and special education levels). Hence, there is a total of nineteen participants.

The instructor assigns selected students or volunteers from the class into five groups as follows (See the Table). Each group is assigned a case to solve. The rest of the class members are assigned to the five groups to observe. [See Appendix for case studies]

Groups	Level of School	Case Title	Participants
1	Elementary School	Four-Way Conference	Student teacher, cooperating teacher, college supervisor, and teacher's aide
2	Junior High School	Discipline and Communication Breakdown	Student teacher, cooperating teacher, assistant principal, and counselor
3	Middle School	What's Most Important?	Student teacher, librarian, secretary, and reading specialist
4	Senior High School	Who Makes the Decision?	Student teacher, custodian, and principal
5	Developmental Center	Parent-Teacher Conference	Student teacher, cooperating teacher, mother, and father

In each group each participant will play his/her role to solve a problem typically encountered by student teachers. In the process of solving the problem, s/he will share with the group members his/her role and information about:

1. what each expects of the student teacher, and
2. what the student teacher can expect of him/her.
3. the do's and don'ts of building good working relationship with others

Phase 4: **Debriefing** (50 minutes)

The instructor will conduct debriefing of phases one, two, and three using the following questions.

1. In what ways did the information you gathered help you to relate to the other members in your group? to solve the problem?

2. How did you feel while playing the role of another professional or support personnel in school? Why did you feel that way? What new and surprising things did you learn?

3. What difficulties did you face in the problem-solving group interaction? Why? How could they be solved? How did you overcome them?

4. What difficulties did you face in finding the necessary information from the library and the role incumbents in the schools about role relationship? How did you overcome these difficulties?

5. What did you discover about the interaction style of (name the position)? Democratic/autocratic/laissez faire? How did s/he communicate to resolve the problem? Therefore, how do you think a student teacher (you) should approach and adjust to this person? Why?

6. What did you learn from this exercise that is beneficial to you? In what ways is it beneficial to you? In what ways is it not beneficial?

7. How did you feel when you were not selected to play the role? Why?

8. Besides the student teacher's role, what other role do you see as most important, more important, and least important for your student teaching success? Why?

9. What specific things did you see as important to remember (do) in order to develop and maintain a good working relationship with different role incumbents to receive maximum benefit from them?

10. What other information did you wish this exercise provided about roles and relationships in student teaching?

11. What changes would you make to improve this simulation? Why?

12. Do you recommend this simulation for other methods courses? Why?

VARIATIONS

The instructor may choose to make modifications to suit his/her class needs.

1. In phase three of the simulation, different combinations of school personnel may be brought together to interact with the student teacher. For example, instead of student teacher, secretary, librarian and reading specialist in group three, it could be student teacher, counselor and custodian; or student teacher, secretary and teacher's aide; etc.

2. Instead of five group sessions interacting simultaneously, only one may take place at a time. After each session, a short debriefing may occur before moving on to the next group session. At the end of the five sessions, all information may be incorporated and an extensive debriefing may be conducted.

SUGGESTED QUESTIONS FOR ASSIGNMENTS

The following are suggestions for interview questions:

College Supervisors (Generalists and specialists)

Ask what their role is in student teaching, what services they provide to student teachers and what services they expect of them, how often they observe student teachers, and what sort of help they provide them during these visits, what they do when there is a conflict between a student teacher and the cooperating teacher or the teacher aide, with whom do they usually side, the type of working relationships they develop and maintain with student teachers and school personnel such as cooperating teachers, aides, principals, and assistant principals, and what counsel they give to new student teachers about roles and relationships in student teaching.

Principals and Assistant Principals

Ask what their role is in student teaching, what they expect of student teachers, what student teachers can expect of them, what direct and indirect assistance they offer to student teachers, and what type of working relationship they expect of and reciprocate to student teachers.

Cooperating Teachers

Ask for specifics on procedures such as preparing the class for the arrival of the student teacher, introducing the student teacher to the class, working on lesson plans and unit plans, gathering and getting materials ready for class, formal and informal conferences with the student teacher, evaluating and grading, helping slow learners and challenging high achievers? What type of interpersonal role relationship do you expect of and reciprocate to student teachers? What help do you provide to student teachers to establish working relationships with other school personnel?

Counselors

Ask about the various services they provide to students and teachers, the type of confidential information they keep, and the working relations they maintain with school personnel and parents, etc. Also find out what the counselors' role with the student teachers is: what they expect of student teachers, what services a student teacher can expect of them, and what type of interpersonal working relationship they may expect.

Custodians

Ask what custodians in elementary, middle junior high, senior high schools and the developmental centers do during school hours, after school hours, their obligation to administrators, teachers and staff, how they determine what is priority, what they expect of student teachers and what student teachers can expect of them, what differences they draw (if any) between requests from teachers and student teachers, and what type of relationship they expect of student teachers and reciprocate.

Fathers and Mothers (interview them separately; don't disregard single fathers or mothers)

Ask what they expect of the student teacher, the kind of help they can give a student teacher in the classroom, and the kind of relationship he/she needs to build and maintain with them.

Librarians

Ask what the librarians expect of student teachers, what kind of assistance the student teachers can expect of them, and what type of working relationship is to be established between student teacher and the librarian.

Reading Specialists/Special Education Teachers

Ask what type of services they provide to classroom teachers, students and student teachers, what the policies are for student referrals to them, what they expect of student teachers, what differences they draw between requests from teachers and student teachers what student teachers can expect of them, and what type of relationship they expect of student teachers, .

Secretaries

Ask what they expect of student teachers, what help they provide to student teachers, what sort of working relationship the student teachers need to develop and maintain with them.

Student Teachers (those who have student taught or are student teaching now)

Ask what you are expected to do during student teaching in terms of observations, participation, lesson planning, getting teaching materials ready, classroom management and

discipline, grading, relating to and working with teachers and other staff in the building, communicating with parents, solving various kinds of problems with student behavior and learning, professional development, etc.

Teacher aides

Ask what teacher-aides do in the classroom, what are their responsibilities to the teacher and to the students, what they expect of student teachers, what student teachers can expect of them, what kind of interpersonal relationships they expect and reciprocate to student teachers.

SUGGESTED CASE STUDIES

The following are suggested case studies for the five groups identified on page 5. As per need the instructor may add other case studies and other school personnel.

GROUP ONE

Four-way Conference

STUDENT TEACHER

You are Mr/Ms. Osborne, a student teacher in Mr/Mrs. Hickman's second grade classroom. Mr/Mrs. Thomas is an experienced teacher-aide in the room. You team taught with Mr/Ms.Thomas a few times within the last two weeks. This morning the college supervisor, Dr. Jackson, observed you teach how to make paper birds. Most students showed interest and participated in the activity. You were a little nervous and often kept glancing at the college supervisor and the cooperating teacher. After class Dr. Jackson holds a four-way conference and initiates the interaction. You thought the lesson went well and are ready to defend your teaching. In the process of defending your performance, listen to college supervisor, cooperating teacher and the aide as they share with what they expect of you, what you can expect of them, and **the type of working relationship to build and maintain.**

COLLEGE SUPERVISOR

You are Dr. Jackson, the college supervisor. You have just completed your first observation of the student teacher Mr/Ms. Osborne for the first time demonstrating to second graders how to make paper birds. You noticed the he/she was nervous, made several procedural errors and kept glancing at the cooperating teacher Mr/Mrs. Hickman and you. The noise level in the classroom was slightly too high, two pupils weren't paying attention, three others were doing something else. The student teacher didn't do anything about it. After class, while the children were at P.E. you hold a four-way conference with the cooperating teacher, student teacher and the aide Mr/Ms. Thomas.

Initiate the interaction. In the course of giving feedback based on observation, share with the teacher (1) what you expect of him/her (2) what he/she can expect of you, and (3) **the do's and don'ts of building good working relationships with you**. Encourage the other members to do the same.

COOPERATING TEACHER

You are Mr/Mrs. Hickman, a second grade teacher, believe in democratic classroom control and your aide Mr/Mrs. Thomas believes in strict discipline. You both seem to get along well. Mr/Ms. Osborne is your student teacher. Dr. Jackson, the college supervisor, has just completed the first observation of Mr/Ms. Osborne teaching the pupils how to make paper birds. You noticed that the student teacher did not attend to two pupils. The overall noise level in the classroom didn't bother you. You also noticed he/she was nervous and kept looking at Dr. Jackson and you frequently. You think the student teacher is bright and enthusiastic, but tends to be defensive. Your class has gone for P.E. Dr. Jackson called for a four-way conference. It is conference time now. At the college supervisor's prompting, give feedback to the student teacher, share among yourselves the role expectations of each other and **the do's and don'ts of building good working relationships with you.**

TEACHER AIDE

You are Mr/Ms. Thomas, a full time teacher-aide in Mr/Mrs. Hickman's second grade classroom for the past five years. You believe in strict discipline and order whereas Mr/Mrs. Hickman believes in a democratic classroom atmosphere. Both of you seem to get along well. Mr/Ms. Osborne has been student teaching for the last two weeks. You have experience working with student teachers.
This morning you saw Dr. Jackson, the college supervisor, observe Mr/Ms. Osborne teach the kids how to make paper birds. In your opinion, the student teacher didn't have good classroom control. There was too much noise. Otherwise, you think he/she is happy, enthusiastic and will make a good teacher.

Right now you are in a four-way conference with Dr. Jackson, Mr/Mrs. Hickman and Mr/Ms. Osborne. At Dr. Jackson's prompting, give feedback to the student teacher, share what you expect of him/her and what he/she can expect of you, and **the do's and don'ts of building good working relationship with you.**

GROUP TWO

Discipline and Communication Breakdown

STUDENT TEACHER

You are Mr/Mrs. Armstrong. This is your sixth week of student teaching and for the last three weeks you assumed full responsibility for teaching Mr/ Mrs. Roe's math classes in a junior high school. This morning you ordered Joanie, a fairly new ninth grader, out of the room because she kept talking loudly and was defiant when you tried hard to get her settled. Yelling and cursing she stomped out. Mr/Mrs. Roe watched everything from the back of the room and gave an approving nod.

However, during your prep period next hour while you and the teacher were chatting, the counselor Mr. Pitts and the assistant principal Mr. Brown walked in. They want to know why Joanie was ordered out. In the course of explaining the episode, find out from them (1) what they expect of you, (2) what you can expect of them, and (3) **the do's and don'ts of building good working relationships with students, counselors, and administrators.**

COOPERATING TEACHER

You are Mr/Mrs. Roe, a junior high school math teacher. Mr/Mrs. Armstrong is your student teacher. This is his/her sixth week of student teaching, and third since he/she assumed responsibility of all your classes. You are somewhat confident of his/her competence in subject matter and teaching ability. This morning he/she ordered Joanie, a fairly new ninth student, out of the room for constant disruptive behavior. She stomped out yelling and cursing. You gave a nod of approval to the student teacher.

However, during your prep period next hour while and the student teacher were chatting, the counselor Mr. Pitts and the assistant principal Mr. Brown walked in. They want to know why Joanie was ordered out. In the course of explaining the episode, share with the student teacher (1) what you expect of him/her, (2) what he/she can expect of you, and (3) **the do's and don'ts of building good working relationship with students and you**.

ASSISTANT PRINCIPAL

You are Mr/Mrs. Brown, the assistant principal of a junior high school. You were told that Mr/Mrs. Armstrong, the student teacher in Mr/Mrs. Roe's math class, ordered Joanie, a fairly new ninth grader, out fifteen minutes into the fourth hour math class. You know that Joanie comes from a foster home, she has been moved from one foster home to another the last seven years, the present foster parents do not want her, and a case is pending in court what to do with Joanie. You want to make Joanie's stay in your school a pleasant one for her. You want to know why Mr/Mrs. Roe let the student teacher deal with Joanie that way without finding out facts. Only you and the counselor know the facts about Joanie.

You called Mr. Pitts, the counselor, and talked briefly about Joanie. Both of you decided to go to Mr/Mrs. Roe's classroom during his/her prep hour to discuss this matter with the teacher and the student teacher.

You are now in Mr/Mrs. Roe's classroom. **You initiate the interaction**. In the course of interaction, share with the student teacher (1) what you expect of him/her, (2) what he/she can expect of you, and (3) **the do's and don'ts of building good working relationships with students and administrators**.

COUNSELOR

You are Mr/Ms. Pitts, the counselor of a high school. The assistant principal, Mr. Brown told you that Mr/Ms. Armstrong, the student teacher in Mr/Mrs. Roe's math class, ordered Joanie, a fairly new ninth of two weeks, out fifteen minutes after the fourth math class started. Oh, no, not Joanie. Only you and the principal know that she is a emotionally impaired child from a foster home. You feel Mr/Mrs. Roe and Mr/Ms. Armstrong ought to know how to deal with Joanie. Both of you decide to see the teacher and the student teacher the next hour to find out what happened and why.

You are now in Mr/Mrs. Roe's classroom. The assistant principal initiates the interaction. In the course of interaction, share with the student teacher (1) your role in school and your expectations for the student teacher, (2) what he/she can expect of you, and (3) **the do's and don'ts of building good working relationships with you**.

GROUP THREE

What's Most important?

STUDENT TEACHER

You are Mr/Ms. Jones, the student teacher in Mr/Ms. Teng's seventh grade science class in a middle school. Mr/Ms. Teng has gone for an inservice meeting at the university and you are in charge. There is a substitute in the classroom. All of a sudden the middle row of tube lights in the room started flickering. The students started complaining. You notified Mr. Todd, the custodian responsible for your wing of the school, of the problem. He said he would be there in a jiffy, but nothing happened until lunch hour. On your way to the cafeteria you saw the second shift lunch students still waiting in line outside the cafeteria. The principal just arrived there. Just as both of you were wondering what the hold-up was, the custodian rushes out of the cafeteria with a mop and a bucket. You decide to find out why the lights weren't fixed yet. You need the lights fixed before the next science experiment after the second shift lunch hour. In the course of conversation, find out (1) what they expect of you, (2) what you can expect of them, and (3) **the do's and don'ts of building good working relationship with them**.

CUSTODIAN

You are Mr. Todd, the custodian on duty at the middle school. During the first-shift lunch hour you received several telephone calls requesting your immediate attention. The Art teacher, Miss Sims, wanted you to clean up the big paint spill next to the sink; the student teacher Mr/Ms. Jones wanted you to fix the flickering tube lights in the science lab, the principal wanted you to fix the thermostat in his office, and the lunch supervisor wanted you to clean up the vomit of a student in the cafeteria. Just as you walk out of the cafeteria with a mop and a bucket, the principal and the student teacher approach in your direction. They looked quizzically at you. You decided to explain the reasons for not meeting their requests yet. **You initiate the interaction**. Indicate when you will get the work done. Also, explain to the student teacher your priorities, (1) what you expect of him/her, (2) what he/she can expect of you, and (3) **the do's and don'ts of building good working relationships with you**.

PRINCIPAL

You are Mr/Ms. Gill, the principal of a middle school. You believe in providing and getting prompt services. You called the custodian Mr. Todd to come to your office and fix the heater thermostat; it is awfully cold in there and you have some important work to attend to. You were assured of prompt service. While you were waiting in the office, you heard a pupil telling the secretary that the second shift lunch hour is delayed and kids are waiting in line outside the cafeteria. You decided to investigate and then check with the custodian about getting the thermostat fixed.

Just as you approach the cafeteria, you see the student teacher approaching you probably wondering about the same thing as you are. Just then the custodian rushing out of the cafeteria with a mop and a bucket sees you and the student teacher and starts to explain the delay. Listen to him. In the course of interaction, share with the student teacher (1) what you expect of him/her, (2) what he/she can expect of you, and (3) **the do's and don'ts of building good working relationship with you.**

GROUP FOUR

Who Makes the Decision?

STUDENT TEACHER

You are Mr/Ms. Coon, the student teacher, in Mr/Mrs. Gillespie's Art room in a high school. The students enjoy your teaching and the teacher gave you complete classroom autonomy. In a recent Art Journal you saw an advertisement for some neat posters and a list of recently published books on modern art for high school use. You wish to order the posters for the Art room or the library, and one set of art books so that you can give appropriate reading assignments. Mr/Ms. Gillespie told you to get in touch with the librarian and the secretary about getting approval and placing orders.

Your problems are (1) to find out the reading level of your students, and (2) through whom to place the order: the librarian, (the posters might be placed in the library) or the secretary who handles all school correspondence.

You are now meeting with the reading specialist, the librarian, and the secretary to get their input. **You initiate the interaction**. In the course of interaction find out (1) what they expect of you, (2) what you can expect of them, and (3) **the do's and don'ts of building good working relationships with each of them.**

SCHOOL SECRETARY

You are Mrs. Roth, the secretary at a high school for the last twelve years. You hand all the book requisitions. Mr/Ms. coon, the student teacher in Mr/Mrs. Gillespie's Art room has a problem for which he/she thinks you may have the solution. Listen to the student teacher's problem and provide the assistance your position entitles you. In the course of interaction, share with the student teacher (1) what you expect of him/her, (2) what he/she can expect of you, and (3) **the do's and don'ts of building good working relationship with you.**

SCHOOL LIBRARIAN

You are Mrs. Knapp, the librarian at a high school. Mr/Ms. Coon, the student teacher in Mr/Mrs. Gillespie's Art room has a problem for which he/she thinks you may have the solution. Listen to the student teacher and give your counsel. In the course of interaction, share with the student teacher (1) what you expect of him/her, (2) what he/she can expect of you, and (3) **the do's and don'ts of building good working relationship with you.**

READING SPECIALIST

You are Mr/Ms. Rogers, the reading specialist at a high school. Mr/Ms. Coon, the student teacher in Mr/Mrs. Gillespie's Art room has a problem for which he/she thinks you may have the solutions. Listen to him/her and provide the necessary assistance and expertise. In the course of interaction, share with the student teacher (1) what you expect of him/her, (2) what he/she can expect of you, and (3) **the do's and don'ts of building good working relationship with you.**

GROUP FIVE

Parent-Teacher Conference

STUDENT TEACHER

You are Mr/Ms. Bradley. It is your ninth week of student teaching. For the past six weeks you assumed full responsibility of teaching Mr/Mrs. Nash's preschool children aged 3 to 5 at the Intermediate Developmental Center. This week is for parent teacher conferences. Mr/Mrs. Nash asked you to conduct the conference with Karen's parents. He/she will introduce you to the parents and observe the conference. Karen Hill is a severely mentally impaired four-year old non-verbal. You are successful in making her vocalize "Mama, I love Mama; Happy, and Karen." She seems to like you very much. Both of Karen's parents work, and they are extremely happy to hear Karen vocalize those few words. Mr/Mrs. Nash have told them that it was you who taught Karen to vocalize those words.

In spite of this success with Karen, you have difficulties every Monday getting her to use good table manners during snacks and lunch. You suspect that this behavior (good table manners) is not reinforced at home during week-ends. You want to use this opportunity to speak to Karen's parents about it and seek their cooperation to help Karen practice good table manners.

After Mr/Mrs. Nash has introduced you to Karen's parents, you begin the conference. In the course of interaction, find out from them (1) what they expect of you, (2) what you can expect of them, and (3) **the do's and don'ts of building good working relationships with them.**

COOPERATING TEACHER

You are Mr/Mrs. Nash, teacher to the pre-school children at the Intermediate Development Center. It is the ninth week for Mr/Ms. Bradley, your student teacher, whom you persuaded to conduct the next parent-teacher conference with Mr. & Mrs. Hill, Karen's parents. Karen is a severely mentally impaired four-year old non-verbal. Usually she is not properly groomed and does not relate to anyone. The student teacher was successful in getting Karen vocalize "Mama, I love Mama; Happy; and Karen." Also, Karen likes the student teacher. When Karen's parents called to tell you about her vocalizations, you gave the credit to the student teacher.

For the conference you introduce the student teacher to the parents. In the course of interaction, share with the student teacher (1) what you expect of him/her, (2) what he/she can expect of you, and (3) **the do's and don'ts of building good working relationship with you.**

MOTHER

You are Mrs. Hill, 28, a secretary in a private company and the mother of Karen who is a four-year old severely mentally impaired non-verbal. She attends the Intermediate Developmental Center. Your husband, 30, is an automechanic. Since two weeks ago you hear Karen vocalize "Mama, I love Mama; Happy; and Karen." This is unbelievable! When you called the teacher Mr/Mrs Nash to thank him/her, he/she gave the credit to Mr/Ms Bradley, the student teacher. You want to meet the student teacher and thank him/her. So now your husband and you are attending the parent-teacher conference. Mr/Mrs. Nash, Karen's teacher, introduced the student teacher and requested him/her to conduct the conference.

In the course of interaction, share with the student teacher (1) what you expect of him/her, (2) what he/she can expect of you, and (3) **the do's and don'ts of building good working relationship with you.**

FATHER

You are Mr. Hill, 30, an auto-mechanic and the father of Karen who is a four-year old severely mentally impaired non-verbal. She attends the Intermediate Developmental Center. Your wife, 28, is a secretary in a private company. Since two weeks ago you heard Karen vocalize "Mama, I love Mama; Happy; and Karen." This is unbelievable! When your wife called the teacher Mr/Mrs Nash to thank him/her, he/she gave the credit to Mr/Ms Bradley, the student teacher. You want to meet the student teacher and thank him/her. So now your wife and you are attending the parent-teacher conference. Mr/Mrs. Nash, Karen's teacher, introduced the student teacher and requested him/her to conduct the conference. In the course of interaction, share with the student teacher (1) what you expect of him/her, (2) what he/she can expect of you, and (3) **the do's and don'ts of building good working relationship with you.**

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